

STANDARD EDITION—CONTRACT SERIES

PROGRESSIVE COURSE IN HANDWRITING

1st

PUPIL'S NAME

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TO THE PUPIL

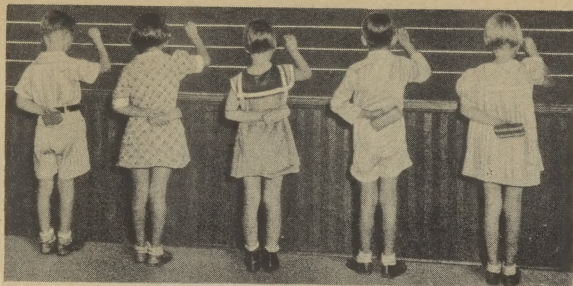
(Teacher will read and explain to class)

FIRST grade pupils should learn to write, first at the blackboard and later on paper, words and sentences needed for first grade activities. This will require of each pupil the ability to write his name, all the small letters, necessary combinations, the figures and the commonly used capitals.

Pupils should learn the correct position at the blackboard and at the desk, how to hold the crayon and pencil, and the position of the writing paper on the desk.

Pupils should study the pictures in this book which show position at the blackboard and at the desk, the proper way to hold the pencil and how to place the paper on the desk. All writing materials should be kept clean.

(Pupils must not write on or mark any page of this textbook.)



BOARD POSITION

Pupils should be taught to proceed to the blackboard quietly and in an orderly manner and take position for writing as shown in the illustration. A half-piece of chalk should be held in the right hand, between the thumb and the first and second fingers. The right arm should be fairly close to the side. The eraser may be held in the left hand behind the back.

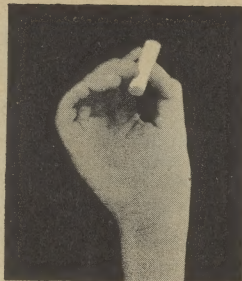


ILLUSTRATION 3

This position shows pupil seated well back in her chair taking the first writing exercise. Her back is straight. Her feet are flat on the floor. The muscular part of her right forearm rests near the edge of the desk. Both elbows are just off the desk.

THESE DIRECTIONS TO BE READ BY TEACHER AND EXPLAINED TO PUPIL.

FOR FURTHER DIRECTIONS SEE TEACHER'S MANUAL



Illustration 4

ILLUSTRATION 4

(After three months in school)

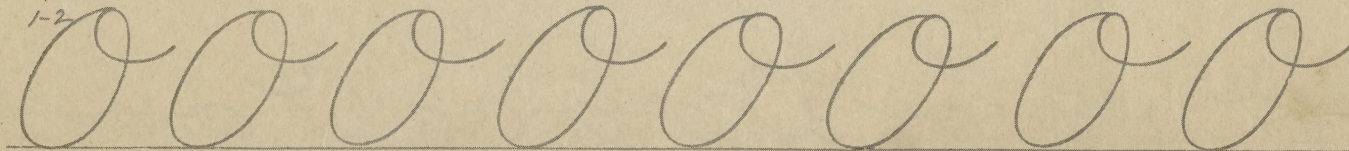
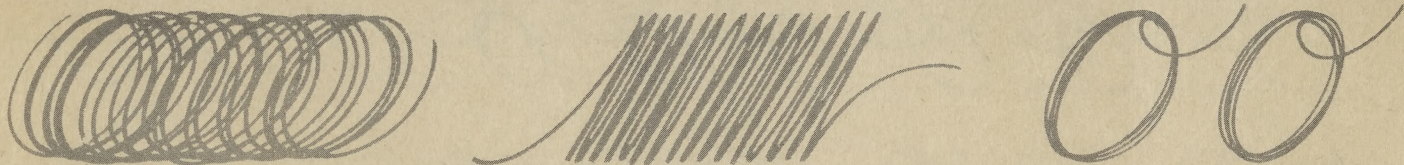
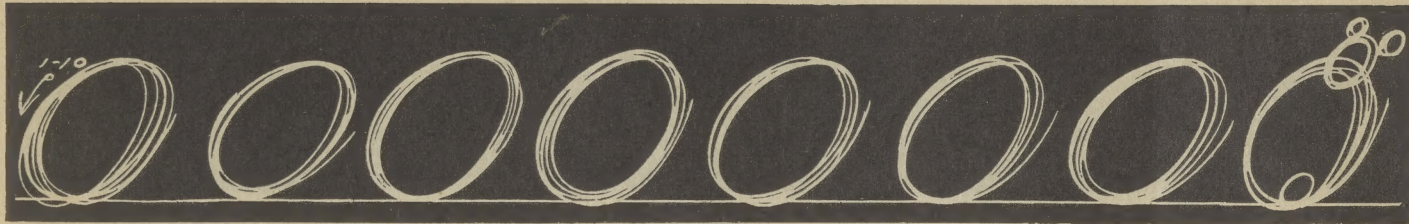
Here (at left) pupil is shown in the correct position, holding pencil properly. The pencil is held loosely between the first two fingers and the thumb. The first finger rests lightly on top of the pencil, about one inch from the sharpened end; the opposite end points toward the right shoulder. The pencil crosses the side of the second finger near the root of the nail. The end of the thumb is opposite the last joint of the second finger. Only the third and fourth fingers touch the desk. (See third page of cover for hand and paper position.)

ILLUSTRATION 5

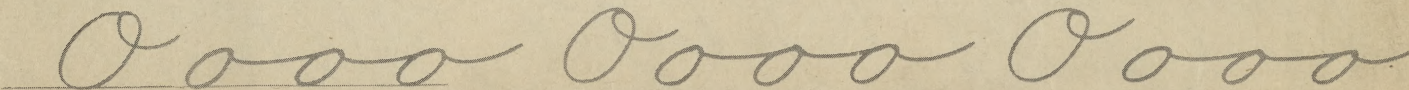
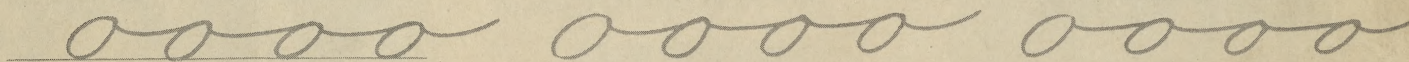
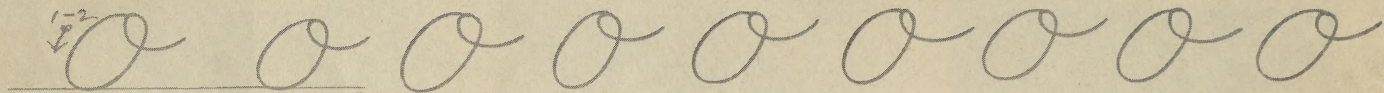
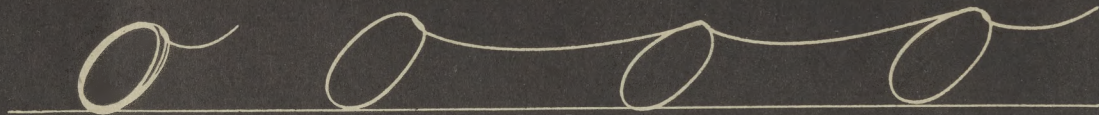
This illustration shows the correct position of arms, feet, paper and pencil, as described under illustration 4



Illustration 5



To the Teacher: Board work only is recommended for the first three months; therefore, teach the top line only (white-on-black copies) throughout the book before giving pencil copies at the desk. The pencil copies above can be given as may be needed when seatwork is begun. (See Teacher's Manual.)





n o no

n n n n n n n

no no no no no

on on on on on on

To the Teacher: On this page appears the word *no*; on page 6, the words *me* and *men*; and on subsequent pages other words introducing the letters. A good plan for teaching the letters to beginners is to present them in their natural setting: first, present as a whole for visualization a word containing the letters desired to be taught, then have the pupils practice separately the letters composing the word, and afterward write the word. See Teacher's Manual for complete method of introducing script forms to beginners in handwriting.

me me

mmmmmm

eeeeee

men men men men

R W RUN

R R R R R R R R R

W W W W W W W W W

O run, run. O run, run.

a a n n a n

a a a a a a a a

a n a n a n a n a n

a m a m a m a m

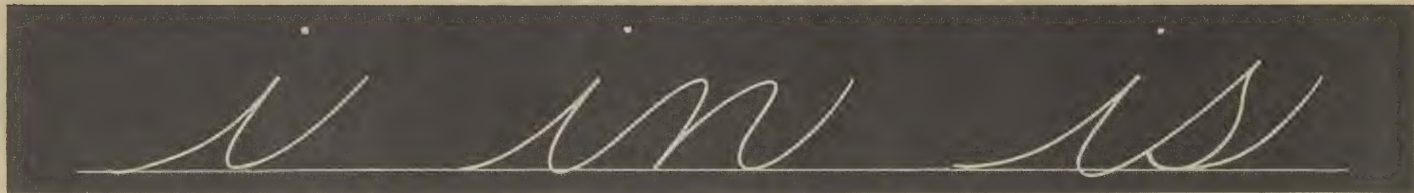
s see sun

s s s s s s s s s

see see see see see

seem seem seem seem

Write also the words: sea, soon, and the sentence: See me run.



i i i i i i i i

is is is is is is

aim aim aim aim

t to ten

t t t t t t t t t

tent tent tent tent

time time time time

Write also the words: too and tame, and the sentence: A man is in a tent.

jam-jam

j j j j j j j j j
jet jet jet jet jet
jam jam jam jam
jar jar jar jar

if you yes

if if if if if if if if
you you you you
yet yet yet yet yet
your your your your

W We W M

w w w w w w w
we we we we we we
win win win win
won won won won

Write also the words: was, way, went.

C CAN COME

c c c c c c c c c c

cat cat cat cat cat

can can can can

come come come come

Write also the words: cot, came.

d did do

d d d d d d d d d
do do do do do do do
done done done done
dance dance dance

Write also the words: dear, dress.

g get goat

g g g g g g g g g
get get get get get get
goat goat goat goat
good good good good

Write also the words: go, got, game.

little less

l l l l l l l l l l

let let let let let let

late late late late late

little little little little

Write also the words: last, letter, line.

f fun find

f f f f f f f f f f
fan fan fan fan
find find find find
food food food food

h hill hunt

h h h h h h h h
has has has has
hunt hunt hunt hunt
home home home home

Write also the words: here, high, house.

p pat pitch

p p p p p p p p
pat pat pat pat pat
pass pass pass pass
pen pen pen pen

Write also the words: penny, pond.

b bat ball

b b b b b b b b b b

base base base base

ball ball ball ball

bat bat bat bat bat

Write also the words: baby, bounce, bell.

k kick kite

k k k k k k k k k
kite kite kite kite kite
kick kick kick kick
Can you make a kite?

Write also the words: key, keep.

qu quiet

qu qu qu qu qu
quiet quiet quiet quiet
queen queen queen
quack quack quack

Write also the words: quick, quilt.

v vines

v v v v v v v v
visit visit visit visit
vim vim vim vim
vase vase vase vase

Write also the words: violet, very.

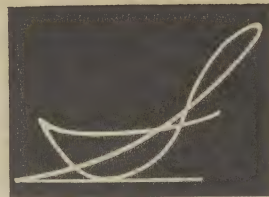
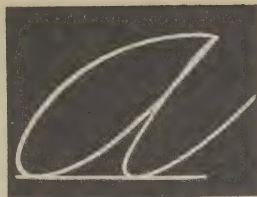
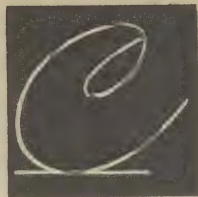
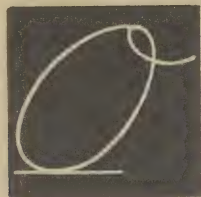
x ax ox

ax ax ax ax ax ax

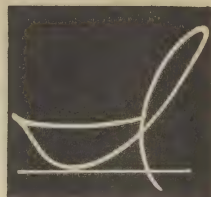
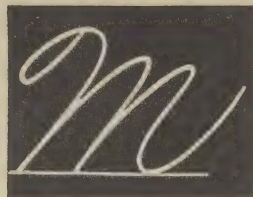
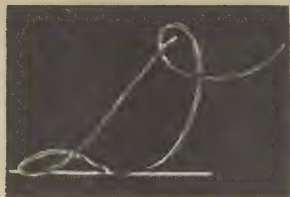
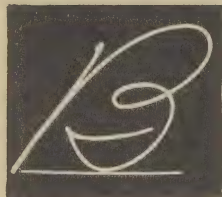
ox ox ox ox ox ox

z z z z z z z z z

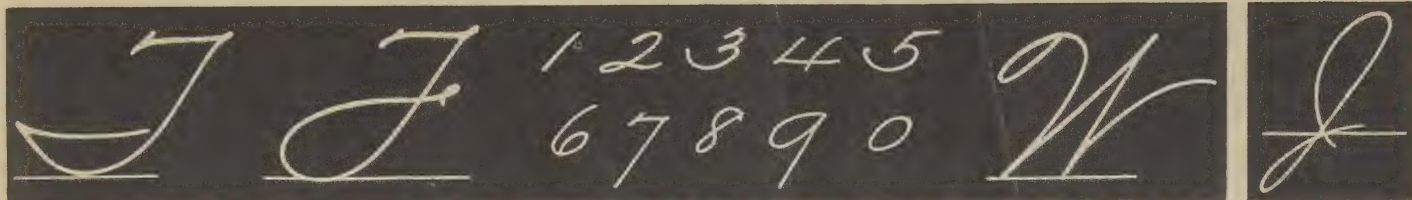
z z z z z z z z z



Oh! see the new moon.
Come to see us soon. C
A man can swim. A
See me run to you. L



Blow wind, blow, blow!
Do your best to-day. D
My rabbit can hop. M.
I can bounce a ball.



$1+1=2$, That's not much to do.
 $2+2=4$, Just a wee bit more.
 $3+3=6$, These are little tricks.
 $4+4=8$, Write it on your slate.
 $5+5=10$, These are little men.



Add:

2 2 2 3 3 3 4 4 4
1 2 3 1 2 3 1 2 3

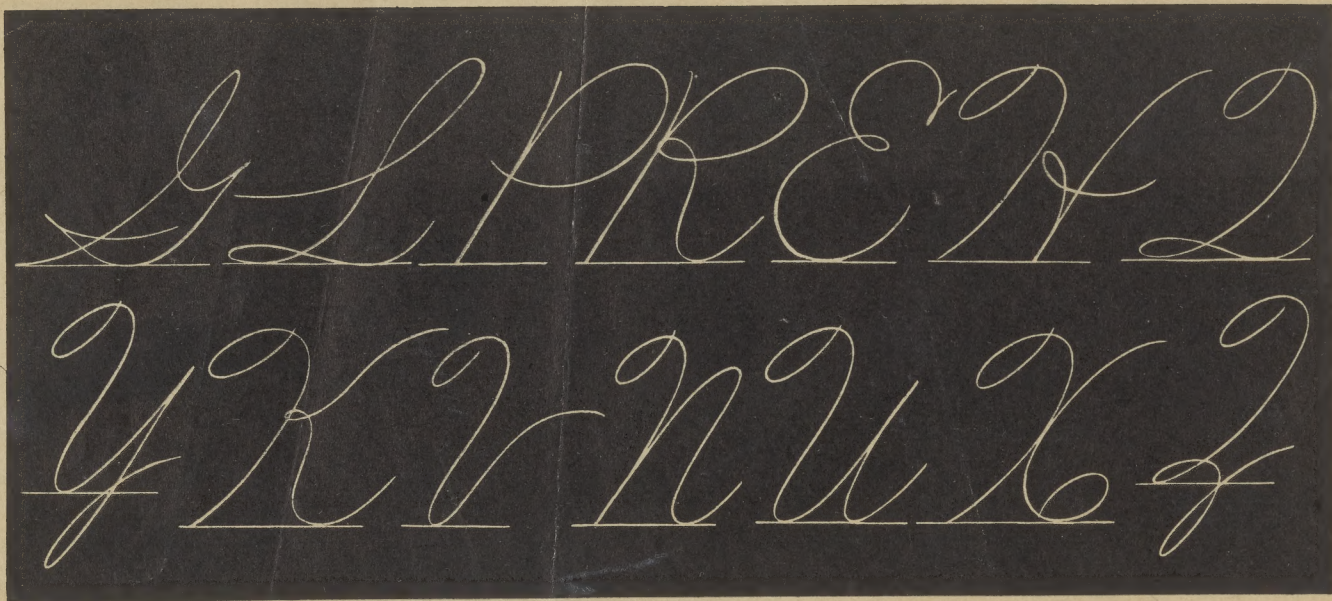
We will read a good story in our book. We like to read. We like to add figures, too.

bird	sing	girl
milk	read	kind
boy	love	fly

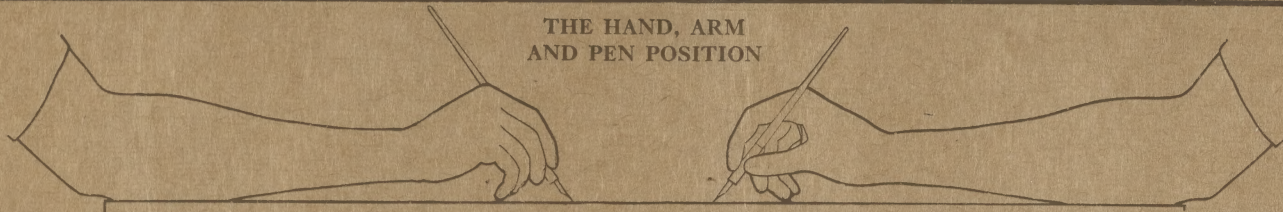
Dear Mother:

I can write all the
words on this page.

(NAME)



THE HAND, ARM AND PEN POSITION

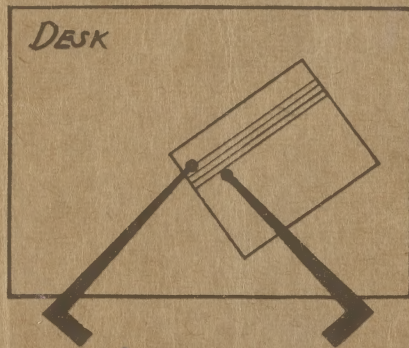


The hand should be in such position that the wrist is nearly flat-wise with, but not touching the desk. The hand should be slightly closed, allowing the third and fourth fingers to curve back naturally, and glide upon the desk, and thus serve in resting the hand. The first finger should rest on top of the pen-staff about an inch or an inch and a quarter from the point of the pen. The thumb should bend slightly, and touch the pen-staff opposite the second knuckle of the second finger. The pen-staff should touch the second finger near the root of the nail, and should point just below the right shoulder. The eyelet of the pen should be as nearly as possible below the middle of the first finger nail, in order to prevent writing with the side of the pen. Both nibs of the pen should touch the paper at the same time.

The large muscle in the forearm rests on the desk and serves the arm as a pivot or support for the gliding movement of the arm.

PAPER POSITION

Place the paper as shown in the illustration. The lines on the paper should be parallel with a line from the upper right-hand corner to the lower left-hand corner of the desk. When you have written half-way across the page, move the paper three or four inches to the left with the left hand, in order to preserve the uniformity of the slant. (In the primary grades the paper should be moved to the left when a third the way across the page and again when two-thirds the way.)



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